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ABSTRACT

This guide for teachers of library skills provides classroom activities for students in the middle grades of elementary school. The activities can be used to instruct students in the following: (1) use of alphabetical order, (2) location of materials in the school or public library, (3) familiarity with Dewey Decimal classifications, (4) use of catalog cards, (5) organizational systems, (6) library vocabulary, (7) familiarity with call numbers, (8) library resources, (9) locating books, (10) parts of a book, (11) familiarity with and the use of indexes, (12) differences between indexes, (13) use of the table of contents, (14) use of bibliographies, (15) use of multiple references, (16) use of an almanac, (17) use of current information sources, (18) awareness of authors, and (19) use of multiple resources. (FM)

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LIBRARY SKILLS FOR MIDDLE GRADES

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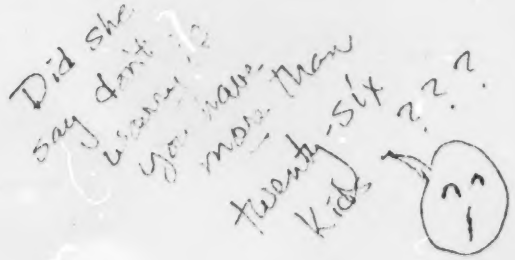
CLASSROOM ACTIVITIES

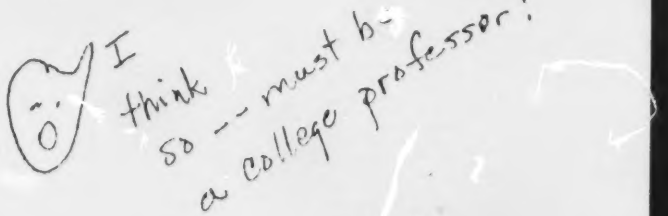
(Space has been provided in the "Notes" section for teachers
to jot down reminders or comments as they
use these activities)

Call out a word and have the students with those letters come forth, and arrange themselves in the correct order to spell that word.

I'M UNDER YOUR SPELL

Using the squares from a SCRABBLE set, or making your own with small squares of cardboard on which a letter is written------Give each student one square. Then, ask them to line up in alphabetical order. For variety, use a stop watch to see how long they take. See if they can improve their record! Don't worry if you have more than twenty-six, use a duplicate letter--it adds to the fun and presents a different challenge.





For variety, have students in the alphabetical-line change places. Give directions for:

"O" change places with "C"

"R" change places with "J" etc.

I GOT YOUR NUMBER

Have students place a small square of masking tape, or a pressure-sensitive spot over the page numbers in their workbooks. Next, ask them to pencil-in the letters of the alphabet in order. WHAT HAVE YOU GOT? PAGE LETTERS!!!!!!

Then, instead of saying, turn to page 5.

You say, turn to page "e".

OR, There's more? Yeh.....

a 1

b 2

c 3

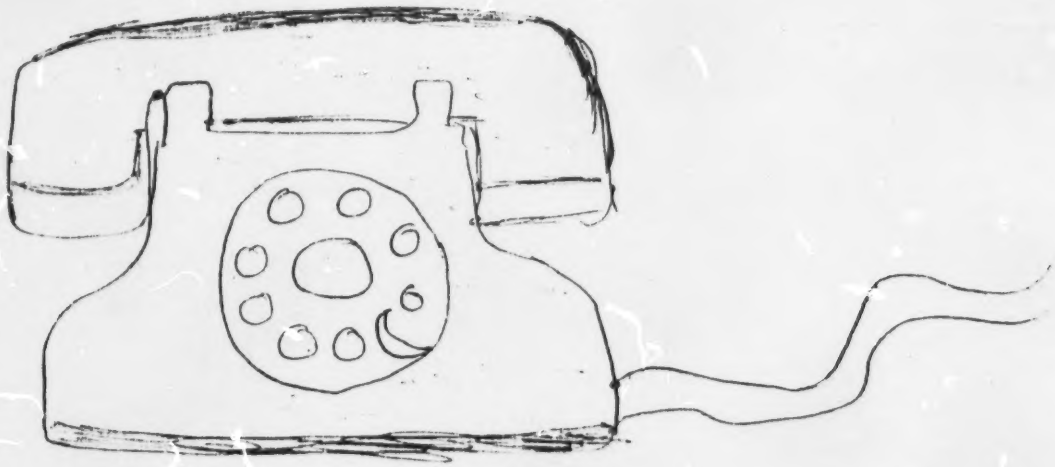
d 4

e 5

RE-DO THE DATES ON A LARGE CALENDAR WITH LETTERS SUBSTITUTED FOR THE NUMBERS. THEN, THE TWENTY-EIGTH OF THE MONTH WILL BE CALLED the TB of the month.

This activity makes students aware of how expandable the alphabetical system is compared to the nine digit number system. That's why really BIG libraries use the Library of Congress System of Classification in their libraries.

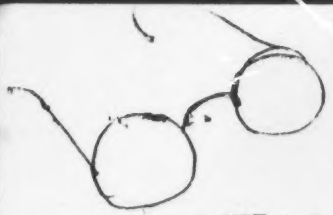
DIRECT DIAL



OBTAIN A TELEPHONE DIRECTORY FOR EACH STUDENT IN YOUR CLASS.....you know, when they give out the new ones, have students bring in their old ones, and there's your collection!!

SEE WHO CAN ----------Find the correct telephone numbers for a list of businesses. Fit the following list to your local area.., use the yellow pages.

Type of Business	Number
Ambulance Service	
Automobile Upholstery	
Bank of	
Carpet & Rug Cleaners	
Churches--(Type)	
Exterminating & Fumigating	
Furniture Dealers	
Libraries--Public	
Machine Shops	
Nurserymen	
Plumbing Contractor	
Radio Station	
Rental Service	
Service Stations--Gasoline	
Television & Radio Dealers	
X-Ray Laboratories	



LOOK, LOOK, LOOK IN THE BOOK

USE A PHONE BOOK FOR EACH STUDENT OR HAVE STUDENTS WORK PAIRS--CALL OUT A SURNAME FROM YOUR LOCAL PHONE BOOK AND SEE WHICH STUDENT, OR WHICH PAIR OF STUDENTS, CAN FIND THE PAGE NUMBER OR NUMBERS ON WHICH THAT NAME APPEARS.

Name (Call out first name)	Page Number
GLENN	
STEIN	
WILLIAMS	
BEARD	
DUNCAN	
MORRIS	
SCOTT	
UNDERWOOD	
ALLEN	
LAKE	
ROBINSON	
YARBROUGH	
ELLIS	
BARNES	
ESTES	
PARK	
STRICKLAND	
TURNER	
BROWN	
GATES	
HOLMES	
SMITH	

A side note to teachers: this activity develops awareness of alternate spellings, promotes visual acuity, and increases student awareness of the variety of names in their hometowns.

Activity to Strengthen Use of Alphabetical Order

What you need: Boxes of Alpha-Bit cereal.

What you do: Give each student a handful of letters. Call out the name of a letter and let every student with that letter in their Alpha-Bits, raise their hand. Go through the alphabet in this manner.

Or

Call out a letter in the alphabet, and ask all students that have the following letter in the alphabet, to raise their hands--or letters. Or, ask for the preceeding letter. Or the letters that rhyme. Or, letters that make the same sound. Or, other vowels--or consonants.

Notes: This activity can be a good listening activity. Students that answer incorrectly could "lose" their Alpha-Bit. This activity will encourage good diction--for teachers too!

Activity to Strengthen Use of Alphabetical Order

What you need: A class reading book, social studies book, etc.

What you do: Have students turn to the same page in the book. Give directions to students to locate a certain word on the page. For example: "Locate the second word on the third line of page 76." Have students put the letters in the designated word in alphabetical order. Repeat this activity.

Notes: This activity is good practice in careful listening, and following directions. Let students select a word and give directions to the rest of the class in locating that word.

Activity to Initiate Consideration of Organizational Systems

What you need: Four or five decks of playing cards.

What you do: Divide the students into equal groups. Give each group one deck of cards. Ask the students to divide the cards into equal groups--it does not matter what characteristic they use for dividing the cards. Observe the students as they work in groups.

How many groups divided their cards according to suites? color? number? Did any group divide their cards into fifty-two groups of one card each?

Notes: This activity provides an opportunity to record the choices of groups. When there are enough groups operating, it is possible to see how the decisions fall into a normal curve distribution. This activity can be related to libraries because libraries are organized according to types of materials, colors, numbers, letters, or even size of materials.

Activity to Make Students More Aware of Letters in Alphabet

What you need: Teacher-made workbooks or commercial workbooks.
Large calendar.

What you do: When you make up worksheets, designate them with page letters instead of page numbers. Or, have students go through a commercial workbook and "renumber" the pages with letters. Then, instead of saying, turn to page 5--you can tell students to turn to page "e".

Or, re-do the dates on a large calendar with letters substituted for the numbers. Then, the twenty-eighth of the month will be called, the "t-h" of the month.

Notes: This activity will lend itself to an awareness of the system of twenty-six letters, and compare it to how easily the nine digit number system is expanded.

Activity to Strengthen Use of Alphabetical Order

What you need: A Scrabble set

Or

One letter written on a cardboard square.

What you do: Ask students to line up alphabetically, according to the letter on their square.

Next, have students change places by giving directions:

"O" change places with "C"

"R" change places with "J" etc.

Then, call out a word and have the students with those letters--come forth and arrange themselves in the correct order to spell-out the word.

Notes: For variety, you can ask students to sound-out their letter--to provide practice in phonetics.

Activity to Strengthen Use of Alphabetical Order

What you need: Your class.

What you do: Ask your students to line up alphabetically according to:

Their first name

Their last name

The street on which they live

The month in which they were born.

Their favorite food

Their mother's first name

Their father's first name

Where they would like to go on a vacation

Their favorite television character's name

Their favorite color

The spelling of their lucky number

Their brother or sister's name

The gift they'd most like to receive

Notes: When students select the same name or item, or when they have the same name--how will they decide who gets in line first? This is a good opportunity to teach second or third word alphabetization, and also an opportunity for creative problem-solving.

This activity is a good way to vary lining up for lunch, playground etc. Gives students an opportunity to learn more about each other.

Activity to Strengthen Use of Alphabetical Order
(Dictionary Use)

What you need: Magazine pictures of single items.

or

Cards with words written in large letters.

What you do: When you hold up the picture or word card, ask students to compete to see which student can locate the word in the dictionary that describes the item in the picture or on the card.

Notes: This activity will lead to varied reactions from students. For examples, a picture of a male might bring forth a variety of definitions: man, male, gentleman, example of an occupation, father, worker, masculine, etc. This happening can lead into a discussion of difference in perceptions, or meanings. This activity would logically preceed a study of the thesaurus.

Activity to Strengthen Use of Alphabetical Order

What you need: Copies of these excercises (or similar ones) for each student.

What you do: Have students place the correct numeral by each word so that the words are in alphabetical order. Or, have the students write out the words in alphabetical order.

Example:

champion	2
chain	1
cherry	3

abbot	deny	Jean	top
able	desire	Joan	pat
absent	detour	Jane	apt
did	lamp	cap	sew
dip	lump	cup	sewn
die	limp	cape	sewing
why	Jerry	tip	party
when	Jean	sip	pantry
what	Jeanine	lip	pastry
toddle	top	wee	so
topple	toy	see	sew
tattle	tot	knee	sow

Activity to Strengthen Use of Alphabetical Order

What you need: Copy of these excercises (or similar ones) for each student. Or, write them on the board as in-coming work.

What you do: Ask students to complete these excercises.

A _ C _ E _ G _ I _ K _ M _ O _ Q _ S _ U _ W _ Y _

_ _ C D _ _ G _ _ _ _ _ _ _ O _ Q _ _ _ U _ _ _ _ _

A _ _ _ E F _ H I J _ _ _ _ _ P _ R _ T _ _ _ _ _ Z

_ B _ D _ F _ H _ J _ L _ N _ P _ R _ T _ V _ X _ Z

A _ _ D _ _ G _ _ J _ _ M _ _ P _ _ S _ _ V _ _ Y _

A B C _ _ F G H _ _ K L M _ _ P Q R _ _ U V W _ _ Z

_ B C D E _ G H I J _ L M N O _ Q R S T _ V W X Y _

A _ C D _ F G _ I J _ L M _ O P _ R S _ U V _ X Y _

_ _ _ _ E F _ _ _ _ K _ M N _ _ _ _ _ T _ V W X Y Z

A B C D E _ _ _ _ _ K L M N O _ _ _ _ _ U V W X Y _

Notes:

Activity to Strengthen Use of Alphabetical Order
(Guide Words)

What you need: A telephone book for each student.

A list of guide words (names) that appear in that phone book.

What you do: Call out a guide word that appears on the right hand corner of the phone book. Ask students to find the correct guide word on the left hand margin. This activity can be done as a "race". Or, when this activity is used in the Yellow Page section, have the students work with partners so that one student locates the guide word and the second student looks up the definition in a dictionary.

Notes: This activity will increase student awareness of guide words in a variety of books. It will underscore the similarity of dictionary arrangement in many kinds of books.

Activity to Teach Location of Materials in the School or Public Library

What you need: A ditto sheet with the outline of the school library, or the public library. Provide some landmarks on the drawing, such as doorways, windows, check-out desks, etc., to aid students in filling-in the map.

What you do: Ask students to examine the books on the shelves in each section to determine what kind of books are shelved there. Have students write-in a descriptive word on their maps, for each type of book. When this activity is repeated, ask the students to fill-in an example of the number they find written on the spine (the part of the book that is exposed when the book is shelved). Finally, have the students compare their two maps with a chart of the Dewey Decimal System. Do the numbers they put on the second map agree with the subject names they put on their first map--and are they the same as the categories given on the Dewey Decimal chart?

Notes: A variation of this activity could be used as a treasure hunt for "good" books. Have students draw their own map to lead another student to one of their favorite books.

Activity to Increase Familiarity With Dewey Decimal Classifications

What you need: Select ten books from the school library, one from each of the ten Dewey Classifications. Cover the call number on the spine with masking tape. Secure either a large printed Dewey Decimal Classification chart, or mimeograph one for each student.

What you do: Ask the students to assign the correct broad catagory to the book by using the title or subject of the book as a clue. For example, a dictionary would be given the broad classification of 400, a book on stars would be 500, etc. As a next step, ask the students to place the books in the correct order, 000 to 900.

Notes: Students can work in small groups or pairs in this activity, so that one person or group secures the books, and the second group guesses the numbers. It is best to begin with obvious titles, and proceed to more obscure titles. Do not allow students to open the books since the call number is written on the pocket in the back, as well as in the book.

Activity to Familiarize Students With the Dewey Decimal Classifications

What you need: A list of books related to the current social studies unit, or reading lesson, with the call numbers given to the right of each title. Example:

Call number	Title
Call number	Title
Call number	Title

This arrangement will provide visual evidence to the students that the books are related because their call numbers are similar.

What you do: Ask students to use their book lists to obtain outside reading material for reports to be given in class. Make certain that students understand they are to provide bibliographic information on the material they use....the title, author, publisher, date, and page number where they secured specific information.

Notes: For variation, you could prepare a puzzle page to be completed in the library. On a list of books, omit some words in titles, omit some call numbers or parts of call numbers. Papers could be self-checked by having a completed copy on the bulletin board when the class returns to the room.

Activity to Increase Student Knowledge of Dewey Decimal Classification

What you need: A hat or box with slips of paper on which are written a variety of call numbers that have been used in your school library collection.
An egg timer or stop watch.

What you do: Let students draw out a slip, one at a time, and see how quickly they can locate that call number on the shelf. Use a timing device to set a time limit.

Notes: This activity is good for group competition. The class can be divided into two groups so that two contestants are searching for similar call numbers. When students have trouble with this activity, the teacher, librarian, or other class members can give them clues by saying, "Your're getting warmer, or colder, etc."
Students that are handicapped in such a manner that they cannot participate in the search, can operate the timing device, or keep score.

Activity to Instruct Students in Use of Catalog Cards

What you need: Models of the three types of catalog cards on pieces of poster paper.
Three (3 x 5) file cards for each student.

What you do: Point out the information that is given on the three types of catalog cards. Demonstrate how the information on the top line of the card determines the type (author, title or subject) of card it is. Have each student make a copy of the three demonstration cards.
Next, ask the students to complete three cards, one of each kind, for their favorite book.
Last, encourage students to build a card file for their classroom that contains books they like best, books they use in outside subject reading, etc.

Notes: The class card catalog could be kept in boxes in which cards are shipped. These could be secured from the school, public, or academic libraries, or from business supply stores.

Activity to Increase Student Knowledge of the Dewey Decimal Classification System

What you need: The class divided into ten groups, one to represent each of the Dewey classifications.

What you do: Begin "Classification Clubs". Each club is responsible for "selling" books in their classification, to the other students. To do this, the students must be familiar with the various subjects included in their category. Each club must determine the interesting and positive points in their classification--why it is important to know their information, what does their information add to our lives, etc. The promotion of these classifications can be done in oral reports, posters, advertisements, or bulletins boards.

Notes; You might assign one Classification Club to be responsible for each of the nine school months--eliminating the 000's that include reference works of a general or multi-faceted type.

507.2
Bar Barr, George
Show Time for Young Scientists
McGraw-Hill, 1965
158 p., illus.

(Sample of an author card)

507.2
Bar SCIENCE-EXPERIMENTS
Barr, George
Show Time for Young Scientists
McGraw-Hill, 1965
illus., 158 p.

(Sample of a subject card)

507.2
Bar Show Time for Young Scientists
Barr, George
Show Time for Young Scientists
McGraw-Hill, 1965
illus., 158 p.

(Sample of a title card)

Activity to Initiate Consideration of Organizational Systems

What you need: A collection of <u>one</u> of the following:

- blocks such as Cuisenaire rods
- bottle tops from different drinks
- assorted dried peas and beans
- small-sized gravel or rocks
- assorted buttons or marbles
- ads from magazines

What you do: Ask students to group their objects. What characteristic did they select as the discriminator for dividing into groups? Next, ask two or three students to combine their objects, and re-organize them. Did the characteristic on which the group was based change?

Notes: This activity provides the teacher with a good opportunity to observe how class members work in a group. Take time to discuss with the students: did one student direct the others, or was their group conducted in democratic fashion? Did they participate in the decision, or were they willing to just sit back?

Activity to Strengthen Student Knowledge of the Dewey Decimal Classification System

What you need: A small sign for each of the ten general Dewey Classifications (000, 100, 200, 300, 400, 500, 600, 700, 800, 900). Numerous slips of paper to give to class members.

What you do: Give out several slips of paper to each student before visiting the school library. Ask students to locate several books they find interesting, and write the title on the slip of paper--one nonfiction title to each slip. Next, they should write the title and its call number on a regular-sized sheet of notebook paper.

When you return to your classroom, take up both the listings on regular-sized notebook paper, and the three slips of paper, from each student. Combine the listings according to the Dewey number (call number)--all the 400's together, etc. The following day, place the Dewey number signs on ten seperate desks. Have students line up around the room. Students should draw out one slip of paper on which another student has written a book title. After reading the title, the student should place the slip of paper on the desk with the correct Dewey sign.

Activity to Strengthen Student Knowledge of the Dewey Decimal Classification System

What you need: Ten slips of paper for each student.

What you do: Have each student put a call number on each slip of paper--these can be call numbers they take from library books, or numbers they make up. Divide the class so that each student has a partner. Each student must place the ten slips in order, as they would appear on the shelf. This activity can be made increasingly difficult so that call numbers begin as general classifications: 000, 100, 200 etc.; move to a more discriminating level: 016, 021, 105, 116 etc. and continue: 016.8, 016.83, 105.2, 105.23, 105.4, etc;

Notes: Since elementary students do not generally study decimal values until the sixth grade, this excercise may require more instruction and more practice than would first be imagined. It is difficult for students to see that 105.13 would appear on the shelves before 105.2. They have to learn to "finish" the ones, before beginning the twos.

Activity to Familiarize Students with Library Bingo

What you need: A "bingo"-type card for each student.

Dried beans to use as markers.

What you do: Call out library terms from the list below (plus other terms you may want to add). Each student that has the word called out, on their card, will place a bean on the appropriate square.

Notes: Words that can be used:

author
catalog card
title
bibliography
spine
check-out
index
contents
vertical file
Dewey
Decimal
fiction
nonfiction
call number
classification
librarian
biographies
subject
alphabetically
heading
drawer
date of publication
copyright
title page
collection
guide cards
appendix
bound volumne
public library
compiler
chapters
page
contents
anthology
glossary
preface
reference
book pocket
dictionary
encyclopedia
almanac
atlas
yearbook
annual
media
unabridged
see reference
see also
text
magazine
periodical
publisher
illustrator
bookmark
microfilm
newspaper
abstract
Library of Congress
editor
biographer

Activity to Develop Familiarity with Call Numbers

What you need: A slip of paper for each class member.

What you do: Ask each student to write the title of a favorite nonfiction book on the slip of paper, and place the slip in a box. After all students in the class have returned their slips of paper to the box, ask each student to draw one slip out of the box. (If a student draws out their own favorite title, have them draw again.) Using a Dewey Decimal chart for clues, ask the students to determine the correct call number for that title. Collect the slips again and record the titles and corresponding call numbers on a piece of paper. The teacher, or one student, should read aloud the call number or the title of one of the listed books. When a student thinks their book has been called--they will raise their hand. Unless there is a duplication in books and call numbers, two students should raise their hands simultaneously.

Notes:

Activity to Acquaint Students with Library Resources

What you need: Only your class.

What you do: Play, "I'm Thinking Of...". In this game the teacher begins by describing a library material of any format, and the student tries to guess the correct answer. The person guessing the correct answer may then become "It".

Example: "I'm thinking of a hard, brittle, black disc".....(record).

Other items that could be described:

book with many names.....directory

book with words phonetically spelled...dictionary

book with explanation of science words..science dictionary

pictures on a continuous reel.....16m.m. film

cabinet with many drawers in alphabetical order... card catalog

file with the names of people who serve as resources ...community resource file

made-up stories....fiction

book of current information....almanac

encyclopedias about places and people...Land and People

catalog card with capital letters on the top line... subject card

Activity to Help Students Locate Materials in School

What you need: A mimeographed outline of the school library.

What you do: Ask students to carry the first copy of their outline to the school library and locate the different types of books--reference section, animal books, history books, fiction books etc. Ask students to draw a symbol on their map that would remind them what type of book was in each section.

Explain the Dewey Decimal System of classifying books according to their subject. Show the students the location of the call number on the spine of the book. Give students a second mimeographed outline of the school library and ask them to write in the ten locations of the Dewey classifications.

Let students draw an assignment out of a "hat"--they must locate the Dewey section that is written on their card. Or, you can write the subject on the card and ask the student to locate the correct Dewey number, by going to the book shelves.

Activity to Develop Skills in Locating Books

What you need: Book cards that have been taken from books on the library shelf.

What you do: Hand out the book cards to the students, one card to each student. Ask them to locate the book title on the top of the card, using the call number that is also located on the top of that card.

Notes: Students will know they have the correct book if: the title matches
the call number matches the one on the spine of the book, and
if the book pocket is empty.

Activity to Instruct Students in Parts of a Book

What you need: A piece of large construction paper for each student, crayons or magic markers.

What you do:

(1) Ask each student to write a story or a report on an item that they choose. Explain to the class that this story or report will constitute the body of the book they will make, the text.

(2) After students complete the first step, ask each student to write a paragraph or two that explains why they wrote about that subject, or where they got the idea for their story.. .their preface.

(3) As the third step, let student's share their stories and articles with one another. While they are reading one another's stories, they should be thinking of illustrations they could draw. Next, have students "contract" with another student to illustrate their report or story.

(4) Have students prepare a title page for their book, listing the title, their name as author, the name of the student illustrator, and a fictitious name of a publishing company, and the name of their city. Have students write the appropriate year on the back of the title page.

(5) On the construction paper, that has been divided in half, write the title and author's name, and use it as a cover for their story or report.

Activity to Instruct Students in the Parts of a Book

What you need: Stories or reports written by each individual class member, narrow strips of cardboard 12" long, and several sheets of construction paper 12" by 18".

What you do: Group the stories and reports into common categories--animal stories, mysteries, etc. Let the students that wrote the stories in each category comprise a student group. Have each group organize a Table of Contents for their story collection. What will be their system of organization? They should write an explanation of this organization as their foreword or preface. Next, they should compile a list of the important terms found in their collection of articles and stories, and the page number on which those terms could be found. This will make a simple index. Students should make a title page for their collection. As authors, they may list up to three students on the title page. If there are more than three students in the group, have them select one student to be the compiler, and the others be listed in the Table of Contents after the name of their story or article.

Activity to Develope Familiarity with Indexes

What you need: A nonfiction book that has an index in the back, for each class member. Small slips of paper for each student.

What you do: Ask students to write key words from their book's index--one word to each slip of paper. Collect the slips of paper in a box. Read each word aloud. Every student that has that word in their index--can raise their hand, or get a point etc.

Notes: This activity can instigate the same interest as a "Bingo" activity. It should be possible for classmates to determine which students have books on similar subjects because the key words in their indexes are similar.

Activity to Increase Use of Book Indexes

What you need: A textbook that has an index--one for each student.

What you do: Examine questions at the end of each chapter.
Ask students to write the word or words they think are "key" words in each question.
Next, ask the students to find those key words in their index.

Discuss: Were the words in the index?
Were there similar words in the index?
Can the students think of similar words?
How could the index help us answer questions?
What happens to A, An, and The, in the index?
Does the index tell you to "see" another term?
Is there a "see also" reference?

Notes:

Activity to Strengthen Use of Book Indexes

What you need: A report on any subject, written by each student.

What you do: Have students make an index for their report. They should list the key words from their report, and alphabetize them.
Next, they should provide a location symbol (such as a line number or paragraph number).
When these indexes are completed, let students swap reports--to examine how thoroughly the index was prepared, and how quickly they can use it to find specific information in the student's report.

Notes: A variation of this activity could involve reports by class members on the same topic. Let students compare the words they decide are "key" words. Are there variations? What causes the variations? Papers written from different viewpoints? Words with different meanings? This activity leads into use of the thesaurus.

Activity to Increase Understanding of Indexes

What you need: An easy-to-read nonfiction book for each class member.

What you do: Ask students to read the easy nonfiction book they were given. Next, write down the "key" words in that book. Alphabetize the key words. Locate the pages on which those words appear. Do the students need subheadings? For example, if the book is about birds--and there is a key word "Houses", will there be different types of bird houses used as subheadings?

Notes: There are different kinds of indexes given in some books. Have students look for these variations, i.e. an index of authors etc. Make a chart on one bulletin board to list these types of indexes. As students locate the indexes, ask them to list them on the bulletin board.

Activity to Examine Differences Between Indexes

What you need: Two transparencies--an index page from two different books having the same topic.

What you do: Examine each of the two indexes. What are their characteristics? What kind of print is used? What kind of punctuation is used? Are there "see" and "see also" references?

After examining each index transparency, place half of both transparencies on the overhead projector stage, and compare the two indexes.

Notes: A second comparison you can make in your classroom study of indexes is to compare the index of a text book you are using in a unit with the index of an encyclopedia.

Or, compare the indexes of several student encyclopedias on a given subject. Which encyclopedia gives the most complete coverage? What is the information covered by all encyclopedias? What unique information does each encyclopedia offer?

Activity to Encourage Use of the Table of Contents

What you need: Zeroxed copies of several books related to your unit of study.

What you do: Ask students to examine the table of contents and write a good title for the book. Or, supply a list of titles and see if the students can match the titles with the appropriate table of contents. You could begin this excercise with obvious matches and proceed to matches that required more skillful matching.

Notes: This same activity can be done using the indexes from books, or the prefaces. All these activities require students to make judgements based on word clues.

Activity to Strengthen Use of Indexes

What you need: A copy of a mail order catalog from Sears, Penny's etc. One copy for each class member. A piece of paper for each student with the amount of money that they can spend, vary the amounts.

What you do: Have students make a list of things they would like to buy with the designated amount of money. Using the catalog's index, have students locate the desired items and record the prices.

Notes: This activity will provide practice in using an alphabetized list, help students to prioritize wnated items, and supply a basis for discussion of comparative values. This activity will also provide practice in basic computation.

You should reinforce the idea that the catalog's index provides the direction to further information--and compare it to other indexes, such as the one in their textbook, or the card catalog.

Activity to Encourage Use of Bibliographies

What you need: Encyclopedia volumns and other nonfiction books that correlate with your unit.

What you do: Follow the clues like a detective! Find the books that are listed in these bibliographies. Next, see how many of them are located in the school library collection, and bring those to the classroom.

Do these books provide a bibliography at the end of chapters? Or at the end of the book?

How many books that were recommended in one bibliography are recommended in another?

Do you find one or two authors that repeatedly appear in the bibliographies?

Can you find out something about those authors? Why are they writing about this subject?

Make your own bibliography by using materials from school and public libraries. You will need to record the important information: author, title, where it was published, the company that published it, and when it was published. Your bibliography must be put in alphabetical order.

Activity to Encourage Use of Multiple References

What you need: Several lists of desired information: names, pictures, maps, statistics, and facts.

What you do: Have a scavenger hunt for information. Divide the class into groups and give each group a list of desired information. Set a time limit for the groups' activity.

Let each group share their information and complete bibliographic data about where they obtained their information. They should record the title, author, publisher, date of publication, page number or related information if they used a form of media.

Group the information--by type, importance, alphabetically, according to the unit being studied, or some other method. Once the student's information has been grouped, combine the references used by the students, and the class has compiled a bibliography!

Notes:

Activity to Promote Use of an Almanac

What you need: A setting for a TV quiz show: microphone, podium, seats for two panels, and backdrop, if desired.
A number of World Almanacs (or similar publications), one for each panel member.
List of questions derived from that publication.

What you do: Ask students questions about sport record, movie award, trophy winners, order of presidents, facts about their state etc.
Students may answer the question without consulting their books, however, a wrong answer results in a new panel memeber being selected from the class "audience".

Notes: This activity places a premium on finding information quickly--encourages the use of the index that, in the instance of the World Almanac, is located in the front of the book.

Activity to Encourage Use of the Almanac

What you need: Several copies of the World Almanac.

What you do: Let each class member select a country in the Almanac as their adopted country. Each student will represent that country in the "International Fair". The students can decide how to best represent their country: draw a flag, describe the products, describe the religion, give demographic statistics, or illustrate the cultural arts of the country. It is the student's responsibility to "sell" their country to the others.

Notes: Old World Almanacs can be used to compare the data and information of the current publication.

Activity to Encourage Use of Current Information Sources

What you need: A number of publications that feature current information: almanacs, yearbooks, source books, statistical reports, annual reports, etc.

What you do: Let students work as individuals or in small groups for this activity. Have students select a city of which they will serve as the mayor or the governing body. The class members must secure adequate information to represent that city on a "Meet the Press" type program. As students secure information on their own cities, they can also be writing questions to use when they are members of the press.

Notes: A variation of this activity is to have students select a president to portray. The students must wage a campaign to be re-elected on the basis of the information they gather. Complete this activity by having an election.

Activity to Develop Awareness of Authors

What you need: Assorted book jackets (these can usually be borrowed from the school library). Bulletin board.

What you do: Feature certain book jackets each week. Ask students to find out as much as they can about the parts of those books, and the authors. As students find these facts, let them write the information on a 3 x 5 card and pin it on the bulletin board by the book jackets.

Notes: Reference books like Junior Authors, or More Junior Authors will provide information about author's of children's books. Very often, knowing about the author's life will explain why they wrote a book about a particular setting, or incidence.

Activity to Encourage Use of Multiple Resources

What you need: A bulletin board.

Numerous construction paper stars.

What you do: Select a subject--either one that the class is studying, or one of current interest.

Challenge students to find out facts and data about that subject.

Stars will be assigned to students that discover information in different sources. Only one star will be given for each information source.

When students bring in information and the description of their source, put their name on a star and place it on the "Don't Hide Your Light Under a Bushel" board.

Notes: Also, on a bulletin or blackboard, put the name of reference books--only leave out several letters. See which students can complete the title, and let those students be "stars".

Example: _ _ R _ D A _ _ A _ A _ (World Almanac)